

DEVELOPING OF SCHOOL-BASED MANAGEMENT TRAINING MODEL FOR PRINCIPALS

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DEVELOPING OF SCHOOL-BASED MANAGEMENT TRAINING MODEL FOR PRINCIPALS

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Abstract

This study aims to develop a model of School-Based Management Training to assist the principals in improving their competence in the field of MBS, resulting a standardized training model to be used in training principals, either personally or integrated with other training. This study particularly produces: 1) a model SBM training for principals that is equipped with guidance manual models; 2) training devices such as syllabi and instructional materials; 3) training media; and 4) training evaluation tool of MBS. The method used in this development is the model ADDIE (Analysis-Design-Development-Implementation-Evaluation) developed by Reiser and Mollenda (1990). One of the ADDIE functions is as guidelines in building the infrastructure and effective training programs, and supports dynamic performance of the training itself. The model consists of five stages of development namely 1) Analysis, 2) Design, 3) Development, 4) Implementation and 5) Evaluation. Furthermore, the training model will be developed referring to Andragogy approach. This study will be divided into 4 stages conducted for 4 years. The first stage is analysis and design which are needs assessment, needs identification, and task analysis in the form of characteristics or profiles of prospective participants to learn, identify gaps, needs identification, analysis tasks based on the needs and design a blueprint, the second stage is development and testing, the third stage is simultaneously testing and implementation (dissemination), and the fourth stage is evaluating the implementation.

Keywords: Training Model; MBS; Principals.

1. Introduction

The critic toward the school management practices all this time that seem bureaucratic, not transparent and not accountable is an essential reason to put school-based management as the effective solution. Centralized education looks dominant since almost all the policies in school controlled by the central government, from the curriculum to the teachers' recruitment. School as the public institution is also criticized for less involving the society in its management process. The society have no opportunity to control the school management. Besides that, the demand of the society to a better educational quality, a highly international competition, a tight new student' admission, and national examination as

students passing standard are the basic demands in schooling quality. School-based management is expected to answer the demands on the schooling quality, in particular, and educational quality in Indonesia, in general.

The principal plays an essential role in applying school-based management. Botha (2006) expressed that even under varied-school success condition, the principal plays dominant role in school improvement. Based on that statement, strengthening the principal position is needed for successful implementation of School-Based Management. Moreover, Hugh Watson Consulting (2004) in comprehensive report of the implementation of School-Based Management in New South Wales, Australia, emphasized the need of School-

Based Management training to assist the principals. The training is mostly about the relationship of the educational products, decision-making and school-resources management.

More comprehensive and recent study towards the implementation of School-Based Management in Indonesia conducted by RAND (2012) sponsored by World Bank strengthened the statement that the implementation of School-Based Management in Indonesia has not optimally worked. It is likely influenced by several factors, such as the principal, teachers, and school committees are not fully understand and not skillful enough to comprehensively implement the School-Based Management. RAND further recommended the importance of teachers and principal capacity improvement in implementing effective School-Based Management (SBM) for principals and teachers.

Under those cases, this study is designed to assist the principals in improving their competence on School-Based Management. For that reason, the research question in this study is: How is the School-Based Management (SBM) Training Model for the principals?

2. Material and Method

2.1 literature review

The positive rules that support the implementation of School-Based Management (MBS) are Law number 20, 2003 of National Education System, Government Regulation number 17, 2010 and number 66, 2010 as the changes of Government Regulation number 17, 2010 of Management and Implementation of Education. In that Government Regulation number 66, 2010, article 49, it is

emphasized the existence of School-Based Management.

Abu-Duhou (1999) stated that the core of School-Based Management is participatory decision-making in school environment which relates to management resources. Education Consumer Guide (1993) defined School-Based Management as a strategy to improve the educational quality by diverting the decision making authority, from government either central or regional to school. By School-Based Management, the principal, teachers, students and parents have authority to control the educational process through the responsibility given in deciding several things, including financial, functionary and curriculum. By the teachers, parents and other society involvement in making essential decisions, School-Based Management can create more effective learning atmosphere for students.

Specifically, School-Based Management (SBM) aims at: (1) encouraging school quality improvement by focusing more on three components system, input-process-output, rather than only focusing on input as done all this time; (2) increasing the school community's participation in decision-making; and (3) improving the school accountability on society, as the consequence of society's participation in schooling process. Moreover, Drury and Levin (1994) expressed the short-term objectives of the implementation of School-Based Management (SBM), as: (1) improving efficiency of resources usage; (2) improving teachers' professionalism, and (3) encouraging the implementation curriculum renewal at school.

The principal benefits on the implementation of School-Based Management stated by Oswald (1995) as in the following: (1) School-Based Management (SBM) gives a better

education to the students because the resources will be prepared for the students' need; (2) School-Based Management (SBM) improves to the higher decision quality because it is made collectively not individually; (3) School-Based Management (SBM) improves the communication among stakeholders, including school committees, supervisors, principal, teachers, parents, society and students.

However, the failure on the implementation of School-Based Management (SBM) can be caused by stakeholders are less competent on what School-Based Management (SBM) is and how it is implemented. Besides that, the stakeholders are not skillful enough to make decision, to communicate, and the presence of untrusted feeling among them.

2.2 Research method

The type of this research was research and development by adapting ADDIE (Analysis-Design-Develop-Implement-

Evaluate) model which was developed by Reiser and Mollenda (Heinich, R., Molenda M., Russel, J.D., & Smaldino, S.E. 2002). The subjects of this research were the principals in Makassar that were focused on 364 elementary school principals. From those 364 principals, then it was decided 180 samples based on "Table for Determining Sample Size from a Given Population" (Krejcie and Morgan: 1970). The instruments which were used to collect data were documentation, questionnaire, interview protocol, and test. Furthermore, the data then were analyzed both qualitatively and statistical descriptive.

3. Result and Discussion

In the first year, it had been done need analysis and competence test of the principals. The results are showed as in the following.

From 182 out of 364 principals in Makassar who were as the samples in this study. It showed the following table 1.1 about the spread of samples characteristics.

Table 1. The Spread Of Samples Characteristics

| No | Gender | Total | Educational Background | Total |
|-------|--------|-------|------------------------|-------|
| 1 | Male | 77 | S1 | 128 |
| 2 | Female | 105 | S2 | 53 |
| | | | S3 | 1 |
| Total | | 182 | | 182 |

On the above table 1.1 shows the characteristics of principals from their gender which is dominantly female and from their educational background which is

dominantly under-graduate program (S1). Meanwhile, in the following table 1.2 the dominant age is 46-55 years old.

Table 2. Respondents' Age

| Ages | | | | | | Total |
|------|--------|--------|---------|---------|---------|-------|
| <35 | 36-40 | 41-45 | 46-50 | 51-55 | 56-60 | |
| 17 | 1 | 9 | 53 | 80 | 2 | 182 |
| 9.34 | 0.55 % | 4.95 % | 29.12 % | 43.96 % | 12.09 % | 100% |

Moreover, the principals working period is dominantly 5 to 10 years. It implies that they are already experienced as principals, even 30 of them have worked 10 years and up. Although working period of the principals dominantly in 5-10 years, the collected data from 102 samples or around 56% of the total 182 respondents shows that they have never joined a training of School-Based Management for principals. It surely becomes the concern, being a principal needs ability, skill, and comprehension in managing the school, it is not merely about position.

Besides, from the result of questionnaire and interview, it is found that there are some problems encountered by the head masters, such as:

1. The principals do not understand about the School-Based Management.
2. Lack of the involvement of teachers, educators, students, parents, and society in school management.
3. No understanding and attention from parents and society around the school.
4. Inproperness of school facilities.
5. Educators' competence (it is difficult to change teaching method toward learning based PAKEM).
6. The less number of students since the school is on the same place with other four schools.
7. The less of operational cost and the late of school aid cash.
8. Unstable school environment.

Eventhough the components in School-Based Management framework has generally been applied in primary school, but some of the activities have not been

carried out completely in supporting school accountability. The activities that need attention are:

1. The need of primary school principal's empowerment in carrying out the un optimally obligations.
2. The need of various parties' involvement in School-Based Management framework, not only parents and society but also the alumny.
3. The need of principals competence test.
4. The school haven't got election mechanism (requirement, customs and manners) to appoint vice principal whereas it is possible to appoint a vice principal if it is needed.
5. The parents haven't done evaluation toward learning activities carried out by teachers at school. Indeed, it is important to assist teachers revise their learning.
6. Schools haven't confirmed meeting results in writing form to related school stake holders. In deed, it is important to get support from school stakeholders.
7. Schools haven't involved the students in schools' meeting related to their importance. Indeed, it can help the school to get support from students in doing the working programs.
8. Schools haven't carried out survey periodically to find out the students satisfaction toward the service given by the school. This survey can help to repair school service.
9. Schools haven't carried out survey periodically to find out the parents satisfaction toward the service given by

the school. Whereas, parents inputs are important to repair school service.

10. Schools haven't got school bulletin to deliver information to stakeholders about school development. Whereas, bulletin is one of the ways that is generally used by the school to inform their activities to the public.
11. Schools haven't got website to deliver information through internet to stakeholders about school development. Whereas, website helps schools to inform their activities and open access of information to the public.
12. Schools haven't actively released news to mass media to deliver information to stakeholders about school development. Whereas, news helps schools to deliver their school development to public.

Encountering those cases above, involvement of various parties is very needed, not only the government, but also all parties who involve in the

5. Conclusion

1. The role as principals in Makassar is mostly carried out by women with undergraduate (S1) level of education and five to ten years time of duty. Yet, with the very long period of duty, unfortunately, there are so many principals who have never join training on principals tupoksi and school based management yet.
2. Even though the components in School-Based Management framework has generally been applied in primary school, but some of the activities have not been carried out completely in supporting school accountability; such as, empowerment of principals capacity, the involvement of various parties in School-Based Management framework, the involvement of students and parents in learning

implementation of education, either the educators, parents, and public around. Lazar and Darlinton (1982) in Mortimore (1993) reveal that parents' involvement is an important aspect for success of education program. So that with public involvement like Arismunandar (2005) states that the opportunity of national education comes from public support and participation. Many countries and regencies/cities are succeed in developing their education because of public support and participation. *School-Based Management* is the most proper solution. This approach is developed to give broad authority to the headmasters in creating effectively and efficiency of school management and developing school community participation (teachers, students, staffs, parents, and society) in schooling process so that it can improve school accountability to its community.

evaluation, and school activities transparency.

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